



**Universitat
de Lleida**

Professional Development Plan



HR EXCELLENCE IN RESEARCH

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Transversal Training Plan of the Doctoral School of the UdL



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01

PROFESSIONAL DEVELOPMENT PLAN

What is a Professional Development Plan?

A career development plan **helps to explore career possibilities and set goals to follow the path that best suits the individual.**

It is **a proactive planning and implementation of steps towards professional goals.**

In short ...

It is about setting career-related goals, which can be modified as skills develop, interests change and career objectives are reconsidered.

Why should you have one?

What skills are
developed?

When is it
convenient to do so?

What aspects are covered?

Regardless of career goals, **the chances of getting into any career are dramatically improved by making a plan**. The purpose of such planning is to ensure that work is clearly focused on achieving your goals.

A study of 7,600 postdoctoral researchers in the bio field in the US found that **postdoctoral staff who developed development plans with their advisors early in their careers were more satisfied with the outcome, published more papers and had fewer conflicts with their advisors**.

The ability to recognise **strengths** and identify **areas for improvement**.

Better use and maximisation of **potential as a researcher**.

A greater facility to generate **proactive** attitudes in seeking out and **making the most of development opportunities** available within and outside the organisation.

An improved ability to **work effectively** in the current role and **preparation for future positions** to which you may aspire, within or outside the organisation.

Support for **the successful pursuit of career aspirations**, both in and outside academia.

Career development is most effective when it is planned from the outset and becomes an activity that accompanies, on an ongoing basis, all development.

This handbook is therefore aimed at **early stage researchers (R1)** who are conducting research under supervision up to the point of obtaining a PhD and **recognised researchers (R2)** who have a PhD or equivalent and are not yet fully independent.

The aim is to provide some basic principles for those who want to reflect on their career to date and begin to formulate a continuous career strategy.

02

ASPECTS INCLUDED IN A PROFESSIONAL DEVELOPMENT PLAN

Objectives should be set in relation to the **skills** and **experience** that each researcher should acquire at a given point in his/her career.

A person at the doctoral stage will have very **different needs** from those of a postdoctoral researcher at an advanced stage of his or her professional development.

Planning should be reviewed as progress is made, to readjust where appropriate.

Aspects included in a career plan

Results of the research

The research results should give an **overview, without trying to be strictly an exhaustive report on the scientific results obtained.**

The aim of this general approach is to acquire the capacity to review and identify aspects that can be developed in the future.

Technical and research skills

A Professional Development Plan should be able to identify transversal competences such as data processing, information management, quantitative and qualitative methods and relevant research methodologies, which are possessed or which it is advisable to work on or keep updated. Similarly, it is relevant to work on the ability to develop original, independent and critical thinking as useful skills in different professional contexts.

Aspects included in a career plan

Research management

A professional career requires the development of skills that can span the entire research management process. In this sense, skills such as deadline management, negotiation, the ability to access sources of financing or the management of human and material teams are essential. Research staff must therefore assess which of these aspects need to be strengthened.

Communication skills

At any point in a research career, having communication skills can make a difference. Therefore, it is advisable to manage and foster skills such as poster presentation, report writing, preparation of academic papers or defence of research results in seminars, conferences, etc.

Aspects included in a career plan

Other vocational training

Education and teaching are possible and common options in a research career. It is therefore necessary to analyse the capacities to develop tasks such as teaching, supervision or mentoring.

Other competences

Managing one's own career progression generates skills that can be fostered and complemented through participation in professional and institutional networks and working relationships. These *networking* skills lead to other ways of developing employability and a better understanding of what employers are looking for, etc.

The UdL offers researchers in training (R1) a **specific Training Plan** with different transversal subjects grouped into:

RESEARCH

COMMUNICATION

DEVELOPMENT
CAREER

ENTERPRISE

TEACHING AND
SUPERVISION

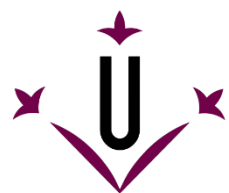
COGNITIVE

INTERPERSONAL

DIGITAL

MOBILITY

All the information is available and updated on the [website of the Doctoral School](#).



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